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APPLIED LINGUISTICS.

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THE MODERN FOREIGN LANGUAGE TEACHER SHOULD SPEAK FLUENTLY AND PRONOUNCE CORRECTLY THE LANGUAGE HE TEACHES, KNOW ITS LINGUISTIC STRUCTURE, AND BE ABLE TO USE EFFECTIVELY ALL FACILITIES THAT WILL HELP HIM ATTAIN HIS TEACHING OBJECTIVES. HE NEEDS A KNOWLEDGE OF THE STRUCTURAL LINGUISTICS OF BOTH THE FOREIGN LANGUAGE AND HIS OWN SO THAT HE CAN MAKE CONTRASTIVE AND COMPARATIVE ANALYSES OF THE TWO LANGUAGES. THIS BACKGROUND WILL ENABLE HIM TO HELP HIS STUDENTS RECOGNIZE AND MASTER THE PATTERNS OF THE NEW LANGUAGE. TEACHER TRAINING INSTITUTIONS SHOULD PROVIDE AN OPPORTUNITY FOR THEIR UNDERGRADUATE TEACHER TRAINEES TO ACQUIRE A KNOWLEDGE OF LINGUISTICS. THIS ARTICLE IS PUBLISHED IN THE "ILLINOIS JOURNAL OF EDUCATION," VOLUME 57, NUMBER 6, WHOLE NUMBER 534, OCTOBER 1966. (AUTHOR) 22

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THE COVER STORY

Ray Page, Superintendent of Public Instruction, reviews an issue of *El Puertorriqueño*, a weekly Spanish-language newspaper published in Chicago. Derald Merriman, Foreign Language Curriculum Supervisor, is translating an article which describes a Title III, NDEA, in-service teacher training workshop to Superintendent Page and Paul Woods, Director, Title III, NDEA. This Workshop in Applied Linguistics, conducted by Professor Waldemar Matias at the Chicago Loop Junior College, proved to be an asset to foreign language teachers in the Chicago area.

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APPLIED LINGUISTICS

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Mankind's ability to develop audio-lingual and written systems of communication has done much toward helping him establish a high-level social order. Of the two systems the audio-lingual is the more accurate in its conveyance of thought because it can utilize such factors as voice intonation and inflection. Also it is the first form of communication that an individual acquires when he learns his native language. The process of learning a second language will never be exactly the same as learning a first, yet there are learning conditions that are similar between the two, conditions which the foreign language teacher can use to advantage in his classroom instruction.

As the young child acquires the ability to communicate with the individuals around him, he acquires the forms of expression used by those individuals. He imitates and memorizes part of the conversation which he hears. In addition, he gradually learns to modify the expressions which he hears until they come to express the thoughts he wishes to convey. The extent to which his speech will become grammatically and phonetically correct will be limited by the degree of correctness used by the people around him. Hence in order to acquire an accurate and a flexible usage of the language, the learner must have opportunity to hear it spoken well and to participate in practices in which he attempts to respond in language equally correct. The audio-lingual method of teaching is set up to implement this type of learning activity.

The modern foreign language teacher of today may well be extremely competent in the use of the language he is teaching. Yet he will find it helpful to have a knowledge of the structural linguistics of that language as well as his own so that he can make contrastive and comparative analyses of the syntactic and the phonetic characteristics of the two languages. With this background he will be in a position to help his students recognize and perfect the pronunciations and intonations that otherwise might escape the ear of these learners.

Politzer has defined as follows the teacher's responsibility for having learned the sound systems of the language he is to teach.[1]

> Having an *acceptable* pronunciation in a foreign language means that you can pronounce the sounds in the foreign language in such a way that a native speaker recognizes and can hear the difference between them. Having a *good* pronunciation implies that you actually pronounce the foreign

[1] Politzer, Robert L. *Foreign Language Learning, A Linguistic Introduction, Preliminary Edition*, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965, p. 89.

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> sounds as they are produced by the native speaker and that you do not substitute the sounds of your own language. This means that pronouncing correctly implies an ability to hear *correctly*: You must hear (1) the difference between the foreign speech sounds and (2) the difference between them and the sounds of your own language that you are likely to substitute.

The 30-minute film "The Sounds of Language," No. 2 in the *Principles and Methods of Teaching a Second Language,* produced by the Modern Language Association of America, illustrates very well certain of the sound differences between a number of modern languages.[2]

The teacher who wants to help his students recognize and produce unfamiliar sounds in the language being studied, may well start with identifiable sounds in the students' native language and then describe in understandable terms the modifications of the speech organs necessary to produce the new sounds. For example, the student of German should know that it is necessary to round the lips in order to produce the umlaut /ö/, a common sound in that foreign language. Otherwise he is likely to try to produce it with lips in the same position as the alveolar /a/ in the English word *gate.*

Imitation in pattern drills has a better possibility of producing success if the student not only understands the meaning of the words he is repeating, but also if his ear has been trained to distinguish the differences or similarities in the word sounds to which he is listening. Faulty comprehension and faulty speech responses can soon establish habit patterns in practice drills which to correct will likely take considerable time and effort later on the part of both teacher and student. Also, the student who is aware of the correct pronunciation will more likely be able to continue his drills without direct supervision by the teacher. It is the teacher's responsibility to get the student to realize that language learning requires not only a great amount of practice, but practice that is directed toward correcting faulty use of the structure and sound system of the language being learned.

Lado has identified the following methods and materials as appropriate for use in varying degrees by teachers in their linguistic approach to foreign language instruction.[3]

1. Basic conversational sentences for memorization.
2. Structural notes to help the student perceive and produce the stream of speech and the sentence patterns of the foreign language.
3. Pattern-practice exercises to establish the patterns as habits.
4. Laboratory materials for oral-aural practice out of class.
5. Opportunity for use of the language in communication rather than in translation.

However even with a variety of materials and instruments at hand, the teacher must still be responsible for injecting the human element into his classroom learning situations. For example, he must decide when it is best to use pattern drills, when it is desirable for his students to listen on tape

[2] The film may be rented from the Visual Aids Service, Division of University Extension, University of Illinois, Urbana, for a charge of $6.55.
[3] Lado, Robert. *Language Teaching,* New York: McGraw-Hill, Inc., 1964, p. 6.

to the words of a native speaker of the language, or when he himself should direct the classroom conversation without the use of laboratory aids. Yet it would be foolish for him to conclude that such aids should never be used at selected times.

Teacher training institutions should provide opportunity for their teacher trainees to become familiar with the linguistics of the language they are planning to teach. Courses in phonetics and syntax may well include this basic information. Of course, advanced courses in linguistics, where a more detailed study can be made of the field, also have their value for the teacher. However, undergraduate programs seldom provide enough time for such selections.

At the University of Illinois, Urbana, the undergraduate teacher training curricula in French, German, Russian, and Spanish require intermediate and advanced work in syntax and phonetics as part of the student's preparation for his student teaching experience. The training in conversation and composition beyond the basic four semesters of work in each language, constitutes from twelve to fourteen hours of work. In addition there is a two-hour special methods course in each language in which, among other things, the prospective student teacher is given specific training in applying his knowledge of the syntax and phonetics of his language to teaching situations. The use of the foreign language as a vehicle of communication during these training courses increases not only the student's awareness of the correct usage of the language itself, but also develops his ability to make appropriate linguistic judgments in teaching situations.

The foreign language teacher of today must work to produce the best possible results in the least possible time. In order to do this, he must be able to speak the language well, he must know its linguistic structure, and he must be able to utilize effectively all facilities that will expedite the attainment of his teaching goals with economy of time. Possibly his situations can best be summed up in the familiar words of the stage: He must know how to run his show and then be able to run it well.

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